PHASE III

For Emerging Pre-symbolic Communicators: (communicates through behaviors and other pre-symbolic means)	**For Concrete Symbolic Communicators:** (communicates through tangible symbols, photo and/or line drawings)	**For Abstract Symbolic Communicators:** (communicates through abstract symbols and/or words)
☐ **Touch cues and tactile name cues**: ☐ Students in Phase III may still benefit from touch cues and tactile name cues for concrete anticipation and for information during transitions especially when overstimulated or in the most complex/novel environments ☐ Tactile cues should always be paired with a visual referent ☐ Continue to use appropriate wait time and scaffold sensory input as needed to allow the student to process and shift regard/fixation from tactile/auditory to visual information ☐ **Presentation of real objects or object cues in an anticipation calendar:** ☐ Present objects **visually** based on CVI Range results (with regard to color, complexity,	☐ **Touch cues, tactile name cues:** Same considerations as for Emerging Pre-Symbolic ☐ **Tangible symbols on communication system level** (objects, photos, picture symbols mounted on cardboard or plastic) ☐ All symbols are accessed visually, with appropriate Phase III CVI adaptations and separate salient feature instruction with the use of comparative thought ☐ **Considerations for 2-D:** Same as for late Phase II but expect increased salient feature discrimination with appropriate instruction. ☐ **Choice boards, Calendar systems/sequence boards/eye gaze boards (partner-assisted scanning)**: ☐ The student may be able to visually access a larger/more complex array of symbols, but it is important to consider what is appropriate conceptually for the student's expressive communication development	☐ **Voice output devices** (low, medium, high-tech): ☐ Continue to increase number of 2-D symbols in an array with use of spacing and reduced complexity as needed ☐ The student's ability to visually interpret novel symbols on an AAC device will depend on ability to locate and fixate on an intended symbol on a complex array, as well as ability to apply visual discrimination skills using salient features. ☐ Support expanded visual localization/fixation skills (locating symbols on the array in deliberate patterns: circular, diagonal, by quadrants, returning to a point of reference) with visual modeling and/or use of windows, occluders, pointers ☐ Continue to pre-teach and use salient features and comparative thought to recognize novel symbols used on a device